

THE
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MENTAL STIMULANTS.

TEACHERS generally find some portion of their pupils dull and listless,—destitute of a healthy and keen mental appetite, and resort to exciting stimulants to produce or increase a love of study. This practice demands, at least, judicious consideration. It has been customary to give the best scholar some position, or badge, which shall proclaim him the “foremost man” in all his class or school. The head of the class, tickets, a bright new dollar to hang around the neck for one night, presents of books, public prizes, exhibiting, at examination, a list showing the grade of each pupil, from the first to the hindermost, and a thousand nameless methods are employed to produce—*not a love of study*, in my humble judgment—*but a love of distinction and notoriety*.

The only stimulant requisite to the growth and development of the body, is simple, wholesome food. If it ever needs anything else, it is medicine, and this should be used with extreme caution. In like manner, simple wholesome truth is the only stimulant necessary to the growth and development of the mind. I doubt whether artificial stimulants ever promote growth either of body or mind. They may increase power for a single effort, but that power is drawn from the system, not imparted to it, and must leave the energies of the system reduced and prostrated. Instead, then, of increasing, it has reduced its capital stock of power. We have all seen this general truth illustrated, both in body and mind, a thousand times. While a proper and natural stimulant would strengthen both, highly

exciting and artificial stimulants are injurious and dangerous to both.

It should be the aim of the teacher to lead his pupils to act under those influences which are permanent and safe. Such influences may always be found in the intrinsic beauty and attractions of the sciences, the approbation of parents and friends, and the desirableness of knowledge to guide ourselves aright, and to benefit others.

It is false that the young do not perceive and feel the attractions of the sciences. The multitude, who are sold body and soul to artificial amusements, may ridicule the idea, if they will; we still confidently affirm that nothing is so attractive to an untainted mind as simple truth, and just such truth as God has poured out around it like air. Is not nature more attractive than any imitations of nature? Was there ever a child who would not leave a doll for a living infant, a wooden horse for a galloping pony, a lifeless painting for green fields and grazing flocks, or a fictitious tale for a truthful story? No. God never made such a mistake! The human mind and the visible creation were made for each other. It is a perverted or depraved mind that craves the artificial rather than the real — fiction, rather than truth. It is often the fault of our teaching. We do not present facts and objects, but some imperfect representatives of them, through which they are but dimly seen.

Says Prof. Olmstead, in his Rudiments of Natural Philosophy, "Children are naturally fond of inquiring into the cause of things. We may even go farther, and say that they begin with infancy to interrogate nature in the only true and successful mode — that of experiment and observation. With the taper, which first fixes the gaze of the infant eye, the child commences his observations on heat and light. With throwing from him his playthings, to the great perplexity of his nurse, he begins his experiments in mechanics, and pursues them successively as he advances in age, studying the laws of projectiles and rotary motion in the arrow and hoop, of hydrostatics in the dam and water-wheel, and pneumatics in the windmill and kite." We say, then, that simple truth from the natural, mental, or moral universe of God, is the proper stimulus of the mind, and that *only* promotes healthy intellectual growth.

The love of approbation may undoubtedly be appealed to, but with great caution and discretion. It may, by indiscretion, operate powerfully to develop the intellect and make the scholar, and at the same time as powerfully to contract and undo the man. It is a miserable bargain to sacrifice the man to produce the scholar. Let us not train up a generation of men whose mainspring of action lies in the observant eye of a corrupt world. It is not wrong to desire, and to be pleased with, the

approbation of the good and of God. It is not wrong for children to desire the approbation of parents and teachers. They have unbounded confidence in their integrity and judgment, and for this very reason their approbation may be a safe stimulus to the child. He feels that they will approve only what is right. So long as he feels that he is approved for doing right and doing his duty, he is safe; but when he is flattered and caressed for doing merely a marvellous or brilliant thing, he is in danger — he is drinking delicious, but deadly poison.

In this respect parents and teachers have been guilty of more sins than the most ample mantle of charity can cover. That whole system of rewards and flatteries, at home and at school, which directs the child's attention to the single point of outdoing others, *is abominable, and ought to be for ever discarded.* We freely admit that it is efficient to draw out effort on the part of the selfish and ambitious child, but after it has drawn out that brilliant effort, if we return to the child's soul, we shall find it occupied by the same tenants that were found in the house that had been "swept and garnished." Pride and self-complacency need no culture in the nursery or common school. No systematic training is necessary to lead the child to feel "I am better than thou." For the sake of humanity, let us not appeal to degrading selfishness, so long as there is any thing else to which we may appeal. Why should we perpetuate the devilish feeling that life must be a struggle against our fellows?

The intrinsic and practical value of knowledge may be urged with great efficiency and entire safety, as a stimulus to mental effort, especially with more advanced pupils. Life has a purpose, and why shall not the great purpose of living be early and earnestly impressed on the mind? Why shall we resort to tricks and cunning devices to arouse the mind to temporary activity, when such a mighty and never-failing motive is ready to our hand? Our devices may give a sudden and showy impulse, such as the bat gives the ball, but *this* is to the soul what gravitation is to matter, a gentle, abiding and resistless force. We need only to remove obstructions and give this influence full play, to witness its steady and marvellous power. I like not those influences which must die with the hour that gave them birth. I wish to associate the idea of durability and perpetuity with every thing valuable.

I am satisfied that we spend too little time in impressing upon our pupils the advantages of a thorough and complete education — the real superiority of a thoroughly educated young man or woman, as they step forth upon the stage of active life. It is not difficult to demonstrate this fact. Point them to facts, such as every community furnishes, and show them that a well-educated young man receives more ready employment and higher

pay ; that he is soonest admitted to good society and the higher walks of social life ; that he is the one selected to fill stations of trust and honor ; that his personal enjoyments are of a higher quality and take a wider range ; and above all, that he more readily and surely acquires a controlling influence over the minds of men, and therefore occupies high vantage ground for fulfilling the great mission of life — improvement of the race.

Solid influence is a thing to be coveted earnestly and used honestly. Cultivation of the mind gives this influence. Matter attracts other matter in proportion to its mass. Mind influences mind in proportion to its mass. How completely is the child swayed by the parent, the pupil by the teacher, the common people by the master mind ! Illustrate this great truth in connection with the great purpose of life, and you have an engine of vast power to stimulate to activity a large class of minds.

There is danger in using artificial stimulants. Their immediate effects may delight us, but they ultimately destroy the capability of steady application. If we observe the material world, we shall discover that every thing valuable is the result of slow and long-continued processes, while great and desolating evils come from violent and spasmodic action. A thousand years of sunshine, rain and dew, are required to develop the sprout from the acorn into the monarch of the forest, but a single moment is sufficient for the sweeping tornado to prostrate its majestic form. Men labor for ages to build splendid cities or temples, whose spires meet the skies, but in a single day the wrath of man or the devouring flames obliterate their beauty and glory forever.

We have reason to fear fitful and spasmodic action, while we have every thing to hope from steady and continuous application. "Slow and steady wins the race." It is thus the man of wealth heaps up his treasures ; thus the mighty river gathers its waters ; thus individuals and nations rise from obscurity to power and influence ; thus vegetation, in all her multifarious forms, comes to maturity ; thus the magnificent works of art have been reared, and thus must the vast powers of the human mind, which is higher and nobler than all these, be developed.

Do we want proof that stimulants are dangerous and destructive of the vigorous and healthy action of the system, — we need only to count up the victims of alcohol, who have been entirely and hopelessly wrecked, body and soul, within the sphere of our own observation. I have not the least doubt that there is more mental than physical intoxication. There are more reeling minds than bodies. I fear that this is partly our own fault. Habits of mental inebriation are systematically formed by our methods of early training. Children learn to live upon excitement, and to love it. This habit strengthens with their years.

Common events and common duties become tame and insipid. Plain truth ceases to attract and delight them. Those exact and careful calculations, on which a sound judgment must be based, become tedious and tasteless. They are moved by impulse, and by impulse only. Their brains are continually on the whirl. They are intoxicated, and love to be intoxicated.

We ask of teachers a candid consideration of this subject, believing that it will result in a conviction that it is best to discard all highly exciting and artificial stimulants.

GROWTH OF MIND.

"The mind grows by what it feeds upon." A friend and professional brother has selected this as the motto of his school, and, if I mistake not, his pupils are living illustrations of its practical value. The teacher, above all other men, should understand the conditions of mental growth and health. The analogy between the body and the mind, in this respect, is wonderful and instructive. In both, the conditions are imperative, and all violations of them, dangerous. The danger is more apparent in regard to the body, but not more real. I fully believe that there is more mental debility, distortion and disease than physical. There are more feeble intellects than bodies; more vitiated imaginations than stomachs; more paralyzed consciences than limbs; more distorted judgments than spines. We purpose in this article to trace out this analogy between the body and mind in a few particulars, and make some practical deductions therefrom.

How does the body grow? The food, as it is taken into the mouth, does not become a part of the body. Beef and potatoes are not packed away in the physical structure as brick and stone are in the walls of an edifice. They must be completely changed in form and nature, and then only a slight part is selected to be transformed into the various tissues and organs of the body. By the combined action of the teeth, the stomach, gastric juice, bile, lacteals, heart and lungs, the nutritious part of the food is selected, prepared, and presented to the various parts of the system. Not the slightest trace of the original food remains. It is important to mark that this entire change in the nutriment is effected by the action of the body itself, after it receives it. This action is indispensable. The food cannot be incorporated with the body, and produce growth without it. No previous preparation will fit it to become bone and muscle and sinew. No matter how much food is taken into the mouth, there will be no growth unless it be subjected to the action of these organs, and every one of them. On the

contrary, it will produce disease instead of manly strength and comely proportions.

By a similar process the mind grows. Growth depends upon the action of the mind, on the truths committed to it, not upon the mere fact of presenting these truths. You may cram the mind with isolated facts from morn till night, from youth to hoary age, and find it still dwarfish and puny. The mind must grasp the truth and by its own action select its nutritious element and make it a part of itself. Teachers often wonder and mourn that their pupils do not remember every thing that has been taught them. They have no reason either to wonder or mourn, provided that their pupils possess more capacity to understand the same or similar truths.

Growth of mind is an increase of capacity. If this has been produced the teacher has not labored in vain. It is not material that he find in the mind the original facts upon which it fed. The mind may have grown and grown rapidly although no trace of these remains. Facts and processes soon pass out of the mind, but the mental power which they beget lives forever. The mind, like the body, may be abundantly fed, without growing. It may be scantily fed, and yet grow rapidly. If the senses, the perceptive faculties, the reasoning, analyzing, and reflective powers are fully awake and active, they will extract much nourishment from a few truths. Having illustrated this fundamental idea of growth, we will introduce a second consideration intimately connected with it.

The food of the mind as well as the body, must be adapted to its capacity, depending on age, natural powers and mental training. It seems to me to be the tendency of our times, and the great error of our teaching, to set young pupils to studying subjects above their comprehension. Intellectually as well as spiritually and physically, children require milk — the milk of the sciences — if they would grow thereby.

With what watchful care nurses prepare the food of very young children, compounding, diluting, warming, and cooling, to suit the precise condition of the physical system. Any slight indiscretion would endanger both the health and life of the body. Teachers are the nurses of the mind. We claim that the mind requires as much carefulness, and suffers even more from mistakes, while we feel compelled to say, that there exists a culpable heedlessness or a lamentable ignorance on this subject. *The mind does not grow by what it cannot feed upon.* To stuff it with such food is a pernicious and fatal error. As the stomach requires food which it can digest, so the mind requires instruction which it can comprehend. What man, if his son ask bread, would give him a stone? Yet thousands have been guilty of just such folly in supplying mental aliment for their children.

While I urge the importance of adaptation, I do not believe in so simplifying every science or proposition as to relieve the pupil from all effort. I beg not to be misunderstood on this point. Milk in its place, but not milk always. I believe in toils and struggles. Nothing else will produce the hard and full muscle, or the firm and solid texture of the bones. Nothing else will give solidity of mind. There is no substitute for exercise. Strong, vigorous and manly minds are not made of the dainties and tidbits of the sciences. Such minds must be developed by successive steps, gathering strength as they proceed, until they reach the loftiest truths and grapple with and master the most difficult subjects. Proper adaptation requires more complex subjects for more mature minds. The *man* would pine on an *infant's* food. It is as great folly to give scientific truths *diluted*, to a mind in its manhood, as to give abstruse subjects to it in its infancy.

I wish to speak of one more point of analogy between the body and mind. *Both grow slowly.* Both require many years to reach maturity; yet the body sometimes, perhaps, grows too rapidly for its health. In these instances it wants compactness, firmness and strength. A slower growth is more favorable to health, the endurance of toil and hardship, physical activity and long life. There is a fancied growth of mind which is much like this, produced by a sort of hot-bed cultivation. It is showy, but slender and weak. Often this seems to have been mistaken for real maturity, both by the possessor and his friends. The school-boy gets a smattering of some modern sciences and a few novel facts, by a term or two at an academy, and really believes himself wiser than his sage old grandfather who never happened to hear of them, while his doating mother rejoices over a child of such prodigious parts. How often do we see such impudent conceit treating aged wisdom with contempt and ridicule! As well might the conceited fop, with a few dimes in his silken purse, sneer at the poverty of the rustic possessor of wide-spreading fields and uncounted flocks.

Real maturity of mind is a far different thing, and requires much time for its attainment. When, by special nursing, the body of a child can be developed into full and hardy manhood in a few months, we shall be partially prepared for a greater wonder—a mind *matured* by some improved system of training in the same period of time. If crude and undigested facts constituted mind, it might be so; but a fact is no more mind, than a loaf of bread is a muscle. However abundant the food, we know that the body develops slowly. However rich the soil, the tree takes time to grow. However complete the instruction and training, the mind matures by a gradual increase of capacity. Give it the right kind of food, and see to it that it receives and

digests it, and you can do no more. You must then wait patiently for results. When all the conditions are complied with you may look confidently for a healthy and vigorous growth.

SCHOOL EXAMINATIONS.

THE real design of an examination, is to give parents and committees an opportunity of learning the progress and attainments of the pupils. To this there can be no serious objection, yet ordinary examinations do not furnish the desired information. They have been perverted from their true purpose, and made false witnesses, speaking lies. I wish to speak plainly of this perversion,— its influences and causes.

For several weeks pupils are trained for this great day, as the race-horse is trained for the course. Like it, they are led over the ground daily, that they may become familiar with every crook and turn, every swell and depression. Like it, they are fed lightly, but on precisely the right kind of food. Like it, they are coaxed, patted, and flattered ; and when the great day of trial comes, they rush forth from the goal and *skim the surface*, amid the applause of wondering spectators. It is worthy of notice, that, in these examinations, ordinarily dull or indolent scholars often bear away the palm. There is no hesitation, and there are no mistakes, unless some unfortunate urchin happens to be started on the wrong track, and bolts, like a fretted horse from the course, exclaiming, in his simplicity perhaps, “ That aint my sum ! ” It is no uncommon thing to see them select their own topic, and start off before the word of command is given. Whether every thing had been previously arranged for them, and their precise parts marked out, or they, with manly independence, chose their own part and their own time, is a question for the curious.

Horses sometimes take the bits in their teeth and become uncontrollable. Why may not spirited pupils ?

I think there are great and unanswerable objections to this species of examination.

First, it is made the sole motive to action, thrusting aside all other and higher considerations. How shall we make a brilliant examination, becomes the all-absorbing question with teacher and pupils. The teacher urges this motive with an interest and earnestness which he never manifests in presenting any other motive. He holds extra sessions, labors at unusual hours, and fires up with unwonted zeal, as examination day draws near. The pupils, of course, sympathize with him in his excitement. Often they lose sight of every thing else. They have been

made to feel that the great purpose of attending school will be accomplished, if they make a fine display at examination, and that a failure then, will be a failure in all.

Is not this wrong? Do we not put the less important for the more important? It is not our great work to prepare a brilliant show for the last day of the term. We are all ready to say, if we are honest, that the drilling of the first three weeks is as important as the drilling of the last three weeks. We all know that our daily instructions, from the beginning, are vastly more important than that forced, superficial work, which can be exhibited with so much eclat on examination day, before a crowd not disposed to be critical.

Let us cease then, as teachers, to get up this feverish excitement, so disproportioned to the occasion. Let us not divert attention from higher motives to study, and encourage a habit of mind which will ever require artificial stimulants. We should exert ourselves to do every thing well every day, and this is enough for examination day.

Again, this species of examination is unfavorable to intellectual progress. Pupils are drilled with extraordinary care on a few selected topics, rules or problems, and these are brought forth as samples of their attainments. A fair examination should show their deficiencies also. This practice is soon understood by the pupils, whether it be formally announced or not. They *know* that they shall be prepared for examination. It would seem that their assurance stands on a narrow base sometimes. A young pupil often performs and demonstrates intricate problems in arithmetic, with almost the rapidity of lightning, not pausing a single instant to make a plan, when he makes an entire failure over a much easier example on the same page. How happens it that he masters the harder with such astonishing facility, while he breaks down under the easier? He, or his teacher, or both, might profit by the injunction, "Mind not high things." Wonderful as it may seem, men, in crowded streets, are often strangers to their nearest neighbors; and pupils, in like manner, although at home on a selected topic or problem, may be strangers to all around. If a mischievous visitor or committee-man, not having the fear of the master before his eyes, is daring enough to throw himself across the track of this rushing train of recitations, with a different problem, the shock is instantaneous, producing confusion, and often a fatal breakdown.

Must not such a course be fatal to good scholarship? Will a pupil, whose ambition has been trained to look no higher and further than a brilliant examination, apply himself through a long term, when three weeks of special preparation will better answer his purpose? Will he toil on, day after day, to master

a whole subject, when a mere fragment of it will serve his turn quite as well? Will a man be a student for life, who has learned to study only under such influences? In my opinion, if he is long under such training, he is *undone as a scholar*. But we come now to speak of the *great objection* to these examinations — *they are false*.

Teachers and pupils become accomplices in acting out a glaring falsehood before the community. Scholars by special and partial training are made to pass for what they are not. To gratify a despicable ambition, they are trained to systematic deception. Their honor is sold for a mess of pottage. Their souls are besmeared with pitch for the mere pleasure of exhibiting a splendid flame.

There is nothing in our profession more sad and sickening to an honest heart, than that proneness to deception so often met with in the school-room. We have seen it, and seen it sorrowing. We have labored to eradicate it and create a public sentiment in our schools against it. We have wondered at the loose ideas of truth and right which many pupils bring into the school-room. We have felt that no part of our whole field of labor demanded more vigilant attention than this. Can we, dare we, conspire with our pupils to act out a brilliant falsehood at the close of the term, after having labored, during that whole term, to train them to exact and rigid truthfulness? Fellow teachers, these things ought not so to be. With all the apologies and excuses that we can bring for them, they are wrong. The wide world can furnish no apology for setting before the young, such an example. They are not blind, at least, to the inconsistencies of their teachers. They are often surprisingly keen and discriminating. An unscrupulous teacher is soon understood and marked. If he is a gifted man, he will transform the moral tone and nature of his school in a few months, moulding his pupils to his own likeness, and producing mutual distrust, for distrust and deception are ever tenants together of the same heart. A good man or angel never looked upon a more melancholy sight than a school in such a condition. Falsehood, under such sanctions, is inhaled as a delicious odor. The teacher makes himself the medium of communicating the most deadly moral poison to the hearts of his pupils. I could put up with dulness, negligence, or scientific blunders, but *this is an unpardonable sin*. I would almost as lief my child should enter a den of thieves as such a school. Vice in its real deformity is not half so dangerous as when associated with virtue and half concealed by its graceful robes.

In closing this article I wish to speak of the cause and cure of this evil. Parents and committees must, in justice, be made parties in these transactions. Teachers have not played this

game without a strong temptation. A real and insurmountable difficulty has been placed before them. I refer to the shortness of the time allowed for the examination of our public schools. A large school must be examined in many branches, in the brief space of three hours. In this time, perhaps, twenty classes must gallop out from their seats, gallop through a recitation, and gallop back again. Rapidity is indispensable, and confusion inevitable, unless the parts have been previously arranged—unless every one knows the steed he is to mount and has his foot in the stirrup.

What shall be done? Why, just this,—frankly speak out the truth, and tell your patrons that you have prepared for an exhibition.

Tell them that you have drilled your pupils in various branches during the term, and urge them to come and take time to see how well they understand them. Set apart as many days as you need, and send them a definite and earnest invitation to be present. "Compel them to come in." This will be honest, and this will produce faithful study in your pupils. But do not, after exhibiting a prepared and splendid sample, repeat that stale and disgusting falsehood, "This class are equally as familiar with the whole book." "This class, eight years old, have studied grammar one term, and can analyze and parse any piece in Porter's Rhetorical Reader." What I would wish is, that these public demonstrations be rightly understood, both by the scholars and the community. I would also add the caution that they be not very often repeated. Quiet visitations and examinations cannot be too frequent, but exciting exhibitions should be rare.

In some towns committees take the entire management of the examination while the teachers stand by as spectators. This course effectually removes the evils of which I have been speaking, but is liable to serious objections. By this method the pupil gets too little credit, rather than too much. Committees may put questions very differently from teachers, and sometimes, perhaps, neither clearly nor judiciously. They may present new and puzzling questions. The answer must be instantaneous. Pupils are excited by the presence of a crowd of spectators. Their thoughts are liable to be confused, and they often hesitate from diffidence to give an opinion. These difficulties would not exist to such an extent, in a familiar visit during the ordinary exercises of the school, when the teacher and visitor might join in making a familiar examination. Such examinations, I am confident, would be much more satisfactory to all concerned.

THE TEACHER.

WHAT is the work of the true teacher? what his reward? Silently, and it may be unconsciously, he is wielding a power over the destinies of men which is unsurpassed. He is engaged upon the foundation work of a complicated and mysterious structure.

If we study the infant in its mother's arms, and note from day to day the increasing strength of body and the unfolding of mind, as it passes through its thus early gradations and progressions, if we follow this child forward to manhood, weigh his immediate influence upon his own time, more especially upon the institutions that are to live after him, if we attempt to estimate what we can *only attempt*, the worth of character and the infinite destinies of mind, we shall realize that he who is to educate this child, to train body, mind and heart, that he may come before the world in a noble manhood, is engaged upon a work worthy of the strongest intellect and the largest heart.

He is to educate the body, to communicate a knowledge of those physical laws, to obey which is to live, to violate which is to die. The health is not preserved by accident or chance, as many would seem to believe; it is based upon unconditional laws, which we must study if we would intelligently obey. These laws the teacher should understand and enforce, both by precept and example.

Again, he is to discipline the intellect, to give it acuteness and strength, that it may be able to think and act, not as the machine of another, but as a free agent, thinking its own thoughts, doing its own work, dependent upon and accountable to no finite power. He is to fit this mind to investigate and enjoy the works of the material world in which it is placed, to investigate itself; that, whether it descend into the bosom of the earth, or ascend and walk familiarly among the stars, or whether still it go down to its own depths, it shall return laden with treasure.

But the crowning department in the teacher's profession relates to the affections, to the heart. He who inspires his pupil with a desire to be useful, who teaches him to reverence the truth, to do unto others as he would have them do unto himself, "to do justly, and to love mercy, and to walk humbly with God," gives to the world more than an Alexander, or a Napoleon, does a greater work than he who sat, as "Rome upon her seven hills," and ruled the world. The child is to learn how to act his part in the government of others by being taught in the school-room how to control himself. He is there to awaken and strengthen those principles of universal benevolence, patriotism

and Christian philanthropy, which shall make him a blessing to his time, and an almoner to all coming ages.

But, after all that may be said of present duty and influence, the full results of the teacher's labors are not to be realized today, are not to be fully realized in his own age. It is both figuratively and literally true, that the *present* is the educator of the *future*; and the true teacher, looking forward down the track of time and viewing successive generations as they pass, reads, upon their unfurled banners, inscriptions wrought there by his own hand. The history of the last day of time will record his influence; yea, more, he is doing a work, he is setting a mark which eternity shall not obliterate.

Do we delight to look upon the marble which almost breathes and pulsates, as it comes from the creative hand of the artist? Do we love to look and look again, and praise the skill that could fashion such beauty from the rough, unseemly rock? All this is just and well. But, if we admire the handiwork of genius upon that which shall perish and crumble to dust beneath our feet, what shall we say of the work of the teacher upon a material that shall never know decay? His impressions are upon the imperishable mind, and they are to endure forever.

When the works of art have perished, when the seasons have finished their courses, when the sun has grown dim by reason of age, when all nature has found a grave, then will the work of the faithful teacher endure.

To no one, save the parent, has God intrusted such responsibilities. Well may he tremble, as he enters upon the duties of his profession. Well may he inquire, "Who is sufficient for these things?" It is befitting that he come in his weakness to seek strength and wisdom from Him who taught as never man taught; that he acknowledge God in all his ways, that he may direct his paths.

And now, what shall be the teacher's reward? What greater can he desire than to be permitted to see those whom he has educated, coming forward to fill useful stations in life, as "living epistles," concerning himself, "known and read of all men?" He lives in the affections of his pupils, who shall gladden his heart, as he passes down the evening of life, and shed unfeigned tears over his grave. But he shall find his greatest reward in the consciousness that he has spent his life in usefulness, that his ways have pleased God, and in the sanctified hope that he may stand at last, in the great day of final examination, being able to say, "Here am I and the charge that thou gavest me."

What though he toil through life, comparatively unnoticed and unknown, no monumental pile pointing out the place of his sepulture, or adding its testimony to his worth, though no trumpet sound abroad his name, nor historian chronicle his deeds for

the ken of after ages ! still his mission is divine ; his monument is more enduring than marble ; his record is on high, and his reward is sure.

C. H.

From the Troy Daily Times.

MEETING OF THE AMERICAN INSTITUTE OF INSTRUCTION.

FIRST DAY'S PROCEEDINGS.—MORNING SESSION.

TROY, Friday, Aug. 6, 1852.

THE American Institute of Instruction commenced its 23d Annual Meeting in this city, this morning, at 10 o'clock, in the Hall of the Young Men's Association. The attendance was very full, and the interest exhibited must have proved exceedingly gratifying to the many friends of education present from all parts of New England, who came with full hearts to lend their aid in giving strength to that principal element in the permanency of our noble and free institution,—*learning for the people*.

A large number of teachers were present, among whom, "God's best give to man" shone conspicuously, and added interest to the proceedings, in point of numbers and the charms of person and mind. We felt, as we looked upon the fair, open, intellectual countenances around us, that this cause,—like all others where woman lends her countenance and effort,—must progress triumphantly to the desired end. We might enlarge upon this, most pleasant part of our report, if time and space were allowed, but we forbear and proceed to the business matters connected with the objects of the meeting of the Institute.

The meeting was called to order by the President of the Institute, when the proceedings were opened by a fervent and eloquent prayer from the Rev. Dr. Halley.

THE WELCOME BY THE MAYOR.

The Mayor welcomed the Institute, through its President, in a neat and appropriate address, expressing his pleasure in meeting so many friends of education in this place. He said :

On behalf of this city, I have the honor, Mr. President, to welcome among us yourself, and the members of your Institute.

Well are they worthy of a welcome, who are engaged in any undertaking for the improvement, and (notwithstanding the abuse of the word, I will add) the *progress*, of our race. And in no field of such labor has there been seen more real, practical progress, than in *learning to teach*. Learning to teach is new ; it is an advanced step in

education, — teaching itself is old. It is, indeed, well that the school-master should be abroad ; but how much better that when abroad, he should have a trained and disciplined capacity to *impart* what he knows.

For good or for evil, we are fallen on times that have at least some resemblance to those latter days, of which it has been written, “many shall run to and fro, — and knowledge shall be increased.” No prior age of the world has known, or dreamed of, so vast and so varied means of accumulating, and of diffusing knowledge. And a large, *the* large part of those means or their applications, are the creation of a period so brief as to be within the memory of, probably, one half of the present audience. The ease, the certainty, the safety, with which so many of you, yesterday far away in your own homes, have been gathered here ; — nay, the mere fact that you were there yesterday, and to-day here, would to our own fathers have seemed little less than miraculous. Less than thirty years is all the time the earth has had to become familiar with the snorting steeds, whose iron sinews know no weariness nor pause. And the ocean-wave has, even more recently, found itself converted into the agent that outstrips and defies the wind.

The art of stereotyping, in its improved and cheapened form, is but little older ; and the paper that is to receive the impression of its plates, is now made to roll off, ready for the type, in the unbroken web, longer than any pedigree that does not claim a *patriarchal* root : while the steam-press, the Briareus of printers, laughs at all efforts to over-tax its powers. Even the lightning, — quicker than the “dainty spirit !” — is, at man’s bidding, putting “a girdle round the Earth.” And it is a girdle of light !

With such facilities for the intercourse of man with man, for the attrition of mind with mind, — how eminent the need that intelligence should fully keep pace with enterprise. How “devoutly to be wished,” that always the Pioneer should have Education for his handmaid ; that, as civilization penetrates the recesses of the world, true knowledge should “ dispel the mists of superstition and invite the nations to behold their God ; ” that everywhere the light of science and religion should arch its bow on the o’erpast clouds of Ignorance, serving

—“ As a flowery verge, to bind
The fluid skirts of that same wat’ry cloud,
Lest it again dissolve and shower the earth.”

Instruction, — the multiplying of the means, the increasing of the power of instruction, — tending to make it universal, stops not short of such a consummation.

As laborers in a cause so glorious, met to encourage each other, to consult on, and devise plans for extending the sphere, and increasing the power of your association, most cheerfully do we furnish you a council room — most heartily do we bid you welcome.

REPLY OF THE PRESIDENT, MR. G. F. THAYER.

Mr. Mayor, — In behalf of the American Institute of Instruction, most heartily thank you for the cordial welcome with which you have

greeted our Association. We were led to anticipate a warm reception at the hands of your citizens : we have had more ; and we felicitate ourselves on the unexpected honor of having the welcome pronounced by the Chief Magistrate of your city ;—pronounced, too, in terms so flattering to our Association. And we devoutly hope that neither yourself nor any of your fellow citizens will have occasion to repent their generous hospitality.

The hosts that invaded the Troy of Seio's sightless bard, went from numerous and diversified States, and for a common object ; but that object was hostile. They had a common wrong to avenge—a captive queen to release and restore to her home. We, like them, are gathered from various communities ; and, like them, come with a single purpose. But it is one of peace and good-will, and not of war. We come to communicate of *our* knowledge, and to take of *yours* ; to make a barter trade of intellectual, social, and moral commodities,—in which, I am sure, there will be no principles but those of magnanimity and fraternity called into action ; no desires indulged, but such as will be enjoyed by both parties in the retrospect.

To obtain admission into *ancient* Ilium, the invaders had recourse to stratagem, and might have failed at last, but for their invention of the wooden horse. We, far more favored, come to *your* Ilium—not in opposition to your wishes, but in pursuance of a special and kindly invitation ; aided and flown onward by the *iron* horse, whose speed was made available to us, by the lubrication of the liberal terms of his owners. We come and find your portals open, and your tables spread for us.

If we may be so fortunate in our intercourse with you and your people, on this visit, as to find the *latch-string* of your *hearts* out to us, happy indeed shall we be ; and fragrant and grateful will be our recollections of our Twenty-third Annual Meeting.

The distinguishing characteristic of the age—the melioration of the human condition—to which you have so eloquently adverted, we trust will have the effect of helping onward the race toward that state of perfectibility of which our nature is capable. But, sir, to make certain, or, at least, more probable, such a result, it behoves not only every community and every association, but every individual, according to his capacity and influence, to lend his coöperation with heart and hand and voice. There are sluggishness to be aroused, dulness to be quickened, right habits to be acquired, upright principles to be established, affections to be elevated—as well as the enlarging of the mind and the infusion of knowledge, which will require the combined labors of teachers and philanthropists and all good men, for ages to come, before the reasonable anticipation of a result so much to be desired can be indulged in. But gatherings like the present are hopeful premonitions of the “good time coming,” and we will never despair while the signs are so auspicious.

We meet, too, in this hall, through the courtesy of the “Young Men’s Association,” who have not only placed it at our disposal, during the time of our present session, but have also extended to us an invitation to visit their library and reading-room during our stay. We rejoice in the establishment of their association, and congratulate your city on its existence.

Fortunate is that community, whose *young* men engage in enterprises like this for their own improvement and for the intellectual welfare of the citizens. To you, Mr. Mayor, are the people of this goodly and thriving city largely indebted for promoting this valuable enterprise, and well have they shown their own appreciation of your labors and your fidelity to the public weal, in placing you in their municipal chair. Long may you live to adorn it, and to enjoy the gratitude of an enlightened, virtuous, and happy constituency.

The ancient Trojans preserved, as you know, Mr. Mayor, in their most sacred shrine, a wooden image of Minerva, which they believed came down from heaven, on the preservation of which the safety of their beloved city depended. Its name, Palladium, from Pallas, has given an expressive word to our language ; and the legend or allegory furnishes instruction hardly less than heavenly, even to Christians. For in wisdom lie essentially the safety, welfare, and prosperity of any people. Let us cherish it by giving a hearty and liberal support to all the institutions for good learning in our land ; and strive especially, to advance and elevate those which are to form, mainly, the masses of the future population of the country, when we shall have passed away. On their wisdom, their intelligence, their training, will depend, more, probably, than on any other human means, the perpetuity of our present free government and the glorious privileges which we enjoy as a nation.

Ignorance is the nurse of superstition and of crime ; while, be it remembered, wisdom is a people's palladium—its rock of safety.

In reply to the remarks of the President, the Mayor responded, that the President's reference to ancient Troy, suggested an alteration of the line of the poet —

Non "time Danaos, et dona ferentes"—

The translation of which is, “Do not fear the Greeks, while bringing presents.”

INTRODUCTORY BY REV. JOHN PIERPONT.

Mr. Pierpont was then introduced to the meeting, and delivered his lecture, the subject of which was “*Utility*.” He said he did not propose to defend it as a standard or test, by which we are to judge of the morality or virtue of human actions, although he supposed that when the word was rightly understood, it might well be understood and adopted as such ; his idea was to set it forth as the point at which those should aim, to whom is especially entrusted the education of the young.

The utilitarian view of *education* then claimed his attention. Etymologically speaking, to *educate* a child was to *lead* him out ; not to *carry* him out. The teacher should make the object of his care *take active exercise* ; the baby is to be carried ; the boy *led*. The leading on the teacher's part, implies and induces walking on the child's ; and in all walking there is *active exercise* ; and in these two words lies all the mystery of

education. For by the phrase "complete education," he understood, the result of a thorough active exercise of all the bodily organs and mental powers.

After noticing at some length the utility and necessity of proper exercise, the speaker passed to the consideration of utilitarianism as applied to the work of education, as a preparation for the duties, trials, and enjoyments of life, and this portion of the lecture was particularly forcible, brilliant, and happy. He remarked, that with many gentlemen the definition of *useful* was — "the greatest pecuniary profit."

The stereotype answers to the Primer question of "What is the chief end of man," was, "To grow thick on the ribs." He does well who is well to do.

"And I cannot but regard this as just the place and time to ask your attention to an abuse of humanity, particularly in the department of Education, that has resulted from the competitions and economies of manufacturing districts; and that is becoming more and more obvious and deplorable as the competitions of the manufacturing world become more and more earnest and intense, namely, — the abuse connected with the system of "Division of Labor;" — the system that sets one operative at work upon only one thing—usually one very little thing.

In a pin manufactory, in England, ten different laborers are put in requisition to produce one pin; even after the brass wire is drawn and furnished to their hands: — ten laborers,—four men, four women, and two children, so that it is the business to which one man is educated and devoted for life, to make one tenth part of a pin! One man winds the small wire, of which the head of the pin is made, into a long, spiral spring. Another's trade, the profession to which he is educated, and from which he gets his living—is, with a pair of shears, formed and graduated for that purpose,—to cut off that spiral wire into pieces, just two turns long; which it is the business of another "hand" to pick up and put upon one end of a straight wire. Each of these operatives is educated to his own department, and to that alone.

Now the ordinary utilitarian will tell you, perhaps, that this system,—division of labor—is the only one that will secure the two great objects,—the *perfection* and the *cheapness* of English pins: — that this is, therefore, a very useful system; for that, through it, are secured the monopoly and the profit of that important business. I answer, yes; — true, the monopoly and the money profit are secured; and secured is the excellent quality of English pins. But what security is found to the men, women, and children that are brought under the system? The perfection of the workmanship and the imperfection of the workman are secured at the same moment and by the same system. In this country, we may not yet have attained the same point of exaltation in the work, or of debasement and miserable dependence in the workman, as has been reached in Europe: but we are rolling, tending towards that point, with a directness and velocity that are alarming to the philanthropist; and that should, I think, be counteracted, as far as possible, by those who have the direction of the momentous interests

of Education ;—for, at the hazard of incurring the censures of large bodies of manufacturing stocks, I do maintain that there is a higher form of utility exhibited by a community composed of first-rate men and women, and very ordinary pins, than by a community made up of first-rate pins and very ordinary men and women."

AFTERNOON SESSION.

The Institute met at 3 o'clock. When we reached the Hall, Mr. W. H. Wells, of Newburyport, Mass., was delivering his lecture. His subject was "Self Reliance." The object of the speaker was to show that the fatal error into which teachers often fall, was, to make the lessons as easy as possible for the child. The result of such a course was to weaken the reliance of the pupil upon his own powers, and, consequently, to retard his progress in his studies. He illustrated his position in the case of a pupil who has a question in Algebra to solve. To solve the problem would require an action of mind in the pupil necessary to accomplish the result desired. In proportion to the effort of the pupil to overcome the difficulties in the way to knowledge, so is his mind strengthened to future effort and progress. The answer to a problem may be an easy matter to the teacher, but the answer is of little benefit to the pupil, since his mind is not excited to a proper action.

The principle of scholars assisting each other was also condemned by the speaker, as was the system of publishing "keys" containing solutions of problems. The objections were based upon the ground that such courses weakened the self-reliance on the mental powers of pupils, as well as of teachers. Mr. W. related numerous anecdotes pertinent to the subject matter, &c., the result of self-reliance on the part of scholars.

At the close of the lecture, the suggestions which it contained were made the matter of comment by members of the Institute. The discussion was spirited, and the gratification given must have been very great to all present. The principal point of the lecture commented upon was the suggestion that the teacher should not aid the pupil in solving problems which he could master himself by proper effort. The use of "keys" in schools, seemed to come particularly under the censure of the speakers.

The committee appointed at the last meeting of the Institute to inquire into the Phonetic system of instruction, made a report. The report gives a thorough history of the system, and is favorable to the introduction of the system into schools, as it possesses many advantages over the present system of education; being easier and quicker, and capable of being more widely extended.

Quite a discussion arose in relation to the acceptance of the report, and the passage of the resolutions connected with it.

LECTURE ON PHONETICS.

Mr. Stone said he felt that he had a difficult task before him, as the system whose introduction he advocated had in view an entire revolution in the present method of teaching the child to read. He was aware of the prejudice against which he had to contend, but he was certain that he could show how, in a short time, with the least labor to teacher and pupil, and by means attractive to both, the accurate spelling, clear enunciation and distinct reading of the common print could be obtained by those previously entirely ignorant of it. The Phonetic road was the one on which these results could be best obtained.

The common orthography is full of difficulties to the child. The sound of *i* in *pin*, for instance, was expressed in no less than thirty-seven different methods, such as *e* in *pretty*, *ui* and *ea* in *guinea*, *ee* in *breeches*, *ei* in *forfeit*, *hi* in *exhibit*, *hy* in *rhythm*, *i* in *pit*, *ia* in *marriage*, *ie* in *pitiéd*, *o* in *women*, *u* and *y* in *busy*, *ey* in *money*, *ing* in *playing*, &c. This strangeness is not confined to the vowels. Thus the letter *c* sounds like *k* in *act*, and like *s* in *city*, like *z* in *sacrifice*, and like *sh* in *special*. It transforms *limb* to *climb*, and *are* to *care*. *Hanged* by it becomes completely changed, and *a lover* is transported into *clover*.

From the Troy Post.

LECTURE OF JOSHUA BATES, ESQ.

At a little before 10 o'clock, Mr. Joshua Bates, Jr., of Boston, Mass., was introduced to the audience, and delivered a lecture upon "Arnold as a model teacher."

The speaker gave a brief statement of the life and personal history of Dr. Thos. Arnold. He early in life gave the world the assurance of a man, and when quite young received many honors from Literary Institutions, some of which the lecturer alluded to.

Dr. Arnold suddenly terminated his useful career upon earth, on his 48th birth-day. This was the brief outline of a man who made an impression on the world, that will live long after him. The lecturer eulogized the social life of Arnold. He was, in the words of an illustrious writer, attached to his family as if he had no friends; attached to his friends as if he had no family; and attached to his country as if he had neither friends nor family.

It was, however, as a teacher that Dr. Arnold made the greatest impression on the world. It was his eminence as an instructor that gave his character peculiar interest. He was not faultless — that we cannot expect in any man — yet he possessed a greater variety of talent for teaching, than is often

found in man. As a scholar he was correct and extensive in his acquirements. Scholarship was the highest excellence that he wished to attain. A life of such earnestness was not without its influence. He impressed his own active and zealous character upon all those with whom he was connected. It was his intense earnestness that gave him the great and commanding hold he had upon his pupils. It was not a reverence for genius that the scholar felt, but a sympathetic feeling for the man.

Dr. Arnold was ever striving for professional perfection and improvement. He did not believe, as many others do, that any one could be a teacher. He held that every man was fit to teach only who was himself a student. Dr. Arnold was ever able to be a better teacher, because he himself was a better scholar. He sought to improve himself by constant correspondence with distinguished scholars. He deemed that his system of teaching could be improved, and was ever seeking new facts and new authorities. Thus should it be. Every teacher should, by his own conduct, infuse into his pupils a spirit of studiousness. Let there be an enthusiasm attending the efforts of a teacher like that which characterized the life of Arnold; for a noble enthusiasm will ever keep a teacher from following old technicalities and old forms; it will draw out new thoughts, new modes, and new theories, that will soon form a fascination around the pursuit of knowledge. Enthusiasm is contagious, and in the proportion that it is felt by the teacher, it will be displayed by the pupil. Dr. Arnold thought that emulation was a great necessity in teaching. He considered that as rewards are held out by the Giver of all good to man, in his intercourse with the world, so should the youth be stimulated to effort in attaining a scholastic education. He considered it the duty of a teacher to guide the intellect of youth, and not to stock the mind with knowledge, so much as to prepare the pupils, by developing the intellect, for receiving and cultivating after knowledge. He thought it was no great thing to make boys prodigies of information, but to develop each faculty of the mind was not an easy task. Dr. Arnold was not a slave to the text-book. Such was only a guide for the transmission of his own ideas of knowledge. Dr. Arnold was a Christian, a scholar, a statesman and a gentleman.

From the Times.

At the conclusion of Mr. B.'s lecture, the members of the Institute were favored with instrumental and vocal music by Mr. Clark, of Providence.

Mr. Pratt, of Boston, was then introduced, and delivered his lecture on "Vocal Music." After noticing the success which had attended the introduction of the study of music into some

of the public schools of Boston, and the opposition which it had met with in some sections from prudent school committees, and more prudent legislation, the speaker said :

Music is Heaven's gift to man. A musical capacity comes from the same divine source. We believe God has distributed the musical capacity, though in different degrees, universally ; that all possess a taste for musical sounds to a greater or less extent. * * But I did not propose to myself to occupy much of your time in discussing a point so well established, and yet in so many parts of the country so practically denied, — that music can be successfully and appropriately made a part of our school exercises. I propose to call your attention to some of the advantages that may be expected to be derived from the general introduction of music in our schools, both as it respects our school days and as it affects our happiness for life. The general end of all teachings is to fit us for the duties and responsibilities of the world ; and in considering the effects of a proper cultivation of music, we are not to limit our ideas to the narrow range of the school-room, although here its effects are of great importance ; but we are to consider its influence upon our political, social, and religious life, the important relation which it sustains to the proper development of physical nature and the full and harmonious growth of all our powers.

The speaker then reviewed the influence which music exerted upon the various relations of life, and concluded his address as follows :—

And now, in conclusion, permit me to add a word which naturally follows from the premises laid down and the topics discussed in the preceding remarks. We have seen that music as an element in the instruction of youth in our common schools throughout our land, though taught in some, is not in all of the schools — that wherever it has been introduced, it has been, and will continue to be successfully taught ; hence it should be made a branch of general instruction ; that in European schools it is an element of primary teaching — that it can be learned as well as reading — and that the prejudices of some are fast yielding to the truth of this statement. We have next noticed its effects on the political, social, and moral character of man, and have seen them to be of the greatest importance in elevating and ennobling those three great divisions which make up the entire character of a people. What then in view of this subject, becomes the duty of teachers throughout our land ? It is that teachers in whose schools it has not been introduced should delay no longer in adopting it as a part of elementary education ; and that parents should coöperate with them in promoting this desirable object.

It is manifest that it becomes the duty of all, whether as individuals or in a collective capacity, to aid in a consummation devoutly to be wished, of making a knowledge of music a constituent branch of study in the education of the young of both sexes. It is clear, that viewed in the light of its moral effects upon the affections and the heart, it assumes a vast importance. We have seen that those consequences are in every particular salutary upon the mind, and that therefore all

doubts should cease with reference to the propriety of its general instruction. Persuaded that the views I have here presented will meet with a response in the hearts of all who have heard them, and induce them to aid in their accomplishment, I feel renewed encouragement on my part to further exertion.

LECTURE BY CHARLES H. WHEELER, OF SALEM, ON NATIONAL EDUCATION.

"The Essential Elements of our National Education," was the subject of the lecture of Mr. Wheeler. It was the object of the speaker to show,—first, that one of the essential principles of our national education was Christian, and second, that the other element must be Intellectual. That the first essential element was Christian, was shown in the formation of our schools,—they were all more or less Christian. It could not be otherwise that education should be Christian, because it could not be neutral. Upon this theme the speaker was particularly eloquent, and offered many strong arguments in support of his position. The tendency of the lecture was to impress upon the minds of teachers, the great importance of making Christianity an essential element in their teaching, and of coupling with it the intellectual element, that the sphere of their usefulness might be as widely extended as possible. The lecture exhibited deep thought, and abounded in beautiful passages, which were rendered with much feeling and effect.

At the conclusion of the lecture, Mr. Pratt, of Boston, favored the Institute with a song. His efforts were rewarded by many bright smiles and other tokens of approbation.

LECTURE BY PROFESSOR J. WHITAKER, OF BOSTON, ON DRAWING.

Mr. Whitaker said, in substance, as follows :

In considering the subject of our present lecture, it is not necessary to premise that every person who wishes to learn to draw, requires all the talent and varied powers necessary for an artist.

Drawing is too often made a mere dead letter, instead of a living, active principle ; and instead of enlarging the heart, and prompting the mind to investigate nature and her beauties, it is made only sufficient to enable us to copy the thoughts of others, without attaining the power to express a single one of our own.

We may not all acquire the powers possessed by the great masters ; but shall we scorn a part because we cannot attain the whole ? Shall we hesitate to write because we cannot equal a Shakspeare or a Milton ? —refuse to study mathematics, because we cannot be a Newton or a Franklin ?—deny our country, because we cannot prove ourselves an Alpido or a Washington ?—never dare to speak, because we possess not the eloquence of a Clay or a Webster ? Such a course would be absurd.

The powers required to attain the art of Drawing, are—first, a willing, persevering mind ; secondly, a knowledge of geometric form ; and, lastly, sufficient patience to enable one to begin at the beginning

and go forward as nature prompts, from the seed to the germ, the germ to the young plant, and so on through the different stages of being, until maturity is gained.

But in what respect is drawing important to education? I would answer, it enters into geography, botany, natural history, geometry, architecture, and none can do without it.

The faithful teacher knows how vast a power it gives to him to conjure up living realities before the young mind, to incite generous criticism, to awaken thought, to create a love for the abstract sciences, to infuse into the innermost soul of children, bright hopes and happy thoughts, to hang, as it were, a silver cloud of beauty over life, and make the remembrance of our early days a picture that shall smooth the rough and troubled ways of manhood, and soften the asperities of declining years, and cause our exit from the glorious world to be a foretaste of the more glorious one beyond!

There is no reason why the children of America should not attain eminence in drawing. They are more tasteful than the French, and, thank God, more reliable. They have French taste and Anglo-Saxon earnestness of character; they have every thing to aid them in nature, and all that is wanting is a determination to make use of them. I would not see the worn-out designs of France and England always in use here, for they are out of harmony, and consequently out of taste.

SUNDAY EVENING EXERCISES.

The exercises of the evening were opened with prayer by Rev. Mr. Muzzy, of Cambridge, Mass. The 103d Psalm was then read by the President. A hymn was sung by the audience, led by Mr. Pratt.

LECTURE BY DR. SEARS, ON "IMAGINATION."

Mr. Barnas Sears, of Massachusetts, then addressed the meeting. His subject was "The Culture and Uses of the Imagination." The lecturer commenced by saying that imagination was the great faculty of the human soul. He alluded to the philosophical power of Plato, the poetic genius of Homer, the penetration, courage and power over the popular mind possessed by Luther, the eloquence of Dr. Chalmers—each was indebted to powerful imagination for the great ends which they accomplished, and their lives and works would have been unknown had their imagination been reduced to the standard of ordinary men.

The speaker advocated a cultivation of the intellectual imagination, and condemned that careless and fitful imagination which, in consequence of improper culture, was at present so rife in the land. He then passed to the consideration of what he termed the Satanic school of literature, and noticed its effects upon the imagination. To counteract the evils arising from the dissemination of this kind of literature, he urged the teachers to

cultivate the intellectual imagination in the school-room, and to watch with jealous care the kind of books which found their way to the hands of those under their charge.

Monday morning, at 9 o'clock, J. McKeen, Esq., of New York, gave a most valuable historical and statistical lecture on the school system of New York. Mr. Pratt of Boston was called upon, and favored the meeting with music.

Mr. Butler then entered the desk and gave his

LECTURE ON SELF-CULTURE.

The object of Mr. B. was to show the necessity of self-culture, on the part of teachers as well as scholars. He said culture was the great element of our nature, moral and mental, was necessary to our well-being, and should be observed by all. He then noticed the incentives to self-culture and mental advancement, and explained the advantages to be gained by encouraging the growth of those incentives, and following out their promptings. He noticed the rise of Jared Sparks from the position of a schoolmaster in a district school for six winters, to the Presidency of one of the first Universities in the country, and of Franklin, from the printing-press to stand before kings, through the power of self-culture and its incentives.

From these he passed to remark upon a sham aristocracy, who claim more honor for having a grandfather who did a great thing, than from doing that great thing themselves; the aristocracy of politicians, &c.

Mental culture was, again, necessary to check the aristocracy of dress and pride; and he mentioned the case of a sexton of a church, who seated those who came in their own carriages, and turned away those who came on foot. Mental culture would do much toward doing away the aristocracy of dress which we see in young ladies, or who wish to be considered young, and in the male fops whose only capability seems to be to tie a neckcloth neatly, and whose only travels were travels to trunks, and whose only ideas were ideas of dressing well and being well-dressed.

He noticed that few callings were so favorable to the mental culture as teaching, and urged those before him to persevere in the use of all means in their power for the culture of the mind.

Mr. B. was very happy in his remarks, and his playful sarcasm called forth frequent bursts of applause.

At the close of the lecture, Mr. Green, of Brooklyn, presented the following resolution:

Resolved, That the members of the Institute have listened with delight to the lecture on Incentives to Self-culture, by Mr. Butler, and respectfully request the Board to publish 5000 copies of the lecture for gratuitous distribution.

The resolution was unanimously adopted.

Mr. George B. Emerson, of Boston, then gave his lecture on
THE TRUE USE OF TEXT-BOOKS.

He said he proposed to say a few words of an entirely practical character, upon the elementary character of Text-Books. He thought the value of text-books had been underrated, and he proceeded to show the benefit of their judicious use in schools. The first and most important use of text-books was the teaching of language. Upon this point he dwelt for some time, and then passed to the consideration of the second part of his lecture, which was the importance of a proper selection of studies in primary instruction. The bearing of the lecture was, as the speaker premised, practical, and the hints contained suggestions well worthy the consideration of teachers.

The Institute, after passing the ordinary votes of thanks, accepting an invitation to attend Mrs. Willard's levee, at her Seminary, and singing "Old Hundred," adjourned *sine die*.

Resident Editors' Table.

GEORGE ALLEN, Jr., *Boston*, } RESIDENT EDITORS. JOHN D. PHILBRICK, *Boston*,
C. J. CAPEN, *Dedham*, } D. B. HAGAR, *W. Roxbury*.

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

THE next Annual Meeting of this Association will be held at New Bedford on the Monday and Tuesday preceding Thanksgiving day. We mention it at this early day, that the teachers throughout the State may make early preparations for attending. It is desirable that every county send a full delegation. Hereafter the names of all the teachers who attend will be published in this Journal, that the public may see who they are that are willing to do something for the profession of teaching and the cause of education, and who they are that stand aloof and fold their arms. At the recent meeting of the Ohio Association, there were present three hundred members and delegates, representing forty-three counties. Shall old Massachusetts yield the palm to any other State in the cause of popular education? The teachers of Massachusetts are better paid than any others in the country, and it is reasonable to expect them to take the lead in promoting the cause of popular education. If they do not, they are unfaithful stewards, and deserve to be deprived of their stewardship. We would suggest that all the County Associations send delegates to the State Association.

P.

The following Resolution was unanimously adopted at the last annual meeting of the Massachusetts Teachers' Association :

Resolved, That, in the opinion of this body, it is very desirable that every teacher in the Commonwealth should take and read an Educational Journal, and that we will use our influence to increase subscriptions to such Publications.

Have our brethren redeemed this promise ?

THE PUBLIC SCHOOLS OF PHILADELPHIA.

WE have received the last Annual Report of these schools through the kindness of Daniel S. Beideman, President of the Board of Controllers. From this document we learn that the public school system of the city and county of Philadelphia has been in operation during the period of thirty-three years. In the year 1836 radical improvements were introduced by rendering the schools absolutely free to the whole community, by abolishing the exclusive use of the Lancastrian system, and by establishing a Central High School.

The schools of the city and county of Philadelphia constitute the First School District of Pennsylvania. They are divided into eleven sections, each of which is under a separate Board of Directors, and all are under the general supervision of a Board of Controllers consisting of twenty-four members.

The number of schools in this district is 270, viz., 1 High School, 1 Normal School, 53 Grammar Schools, 34 Secondary Schools, 142 Primary Schools, and 39 Unclassified Schools. The whole number of scholars is 48,056, and the number of teachers is 781, of whom 82 are male, and 699 female, a ratio of about 1 to $8\frac{1}{2}$. The total expenditure for the year ending July, 1851, was \$366,270.11. The High School contains about 500 boys. The corps of Instructors consists of a Principal, with a salary of \$2,000; 4 Professors, with a salary of \$1,500; 3 with a salary of \$1,200; 1 with a salary of \$1,100; 1 with \$600, and 2 assistants, with \$400 and \$300 respectively.

In the Normal School there are 143 pupils and 8 teachers. The Principal receives a salary of \$1,200. The male principals of the Grammar schools receive a salary of \$1,000; and the female principals receive \$500. Female principals of Secondary schools receive \$300, and of Primary schools, \$250.

When we consider that only the brief period of thirty-three years has elapsed since this system was established, its gigantic proportions strike us with astonishment. Judging from the report before us, the system possesses many points of excellence, though not the best which might be devised.

Its Primary schools are graded, which we regard as a good feature, and one which Boston might copy to good advantage. The policy in Philadelphia appears to be to limit the Grammar schools to a very moderate size, the number of pupils under one principal averaging about 250, and to pay only a moderate salary. The policy of Boston is precisely the reverse of this, and it is the best policy. In the rate of salary paid her principal teachers, Philadelphia is behind the times. Even small villages in Ohio compete with her in the market of school-keeping talent.

P.

PERSONAL ITEMS.

Hon. Horace Mann has accepted the appointment to the presidency of Antioch College, at Yellow Springs, Ohio.

Samuel B. Woolworth, who has for nearly twenty-five years had charge of Cortland Academy, (in N. Y.) has been appointed Principal of the New York State Normal School.

MERIT REWARDED.—Mr. Samuel L. Weston, who has been for several years a very efficient instructor in the English High School in Boston, has been appointed Principal of the High School about to be established in Roxbury. His salary is to be \$1,400 for the first year, and \$1,500 for the second.

DITTO.—Mr. Charles J. Capen, the successful and indefatigable Principal of the Dedham High School, has been selected to fill a post in the Boston Latin School. The salary is \$1000 for the first year, with an increase of \$100 per year, until it reaches \$1,200.

DITTO.—Mr. Loring Lothrop, late Principal of the Chapman Grammar School for Girls, in East Boston, has been elected Principal of the Boston Normal School. Mr. Lothrop has built up an enviable reputation as a teacher, and we doubt not he will adorn the responsible post to which he has been called.

Hon. Henry Barnard, Superintendent of the Common Schools of Connecticut is on a visit to Europe for the benefit of his health.

Prof. Joseph Henry, of Washington, D. C., has been elected President of the American Association for the Advancement of Education.

Prof. Charles Davies has been elected President of the New York State Teachers' Association.

MISCELLANIES.

GOOD NEWS FROM THE SOUTH.—A convention of Teachers and Friends of Education in North Carolina, was held at Raleigh, on the 29th of June, and it stands adjourned to the 29th of Dec. next. The report of the proceedings indicates a strong determination on the part of the members present to enter heart and soul into the work of educational reform.

FEMALE EDUCATION.—A Convention of the Friends of Female Education was held in Sandusky City, Ohio, on the 6th of July. A Constitution was adopted, and Rev. T. B. Wilber, of Cincinnati, elected President, and Dr. A. D. Lord, of Columbus, Secretary. The next meeting will be held on the 28th of Dec.

An Educational Periodical is about to be established by the New York State Teachers' Association, on a plan similar to that on which this journal is conducted, except that one local editor receives a salary for his services. We wish the enterprise success.

As an evidence how well Edmund Burke understood the import of words, the following may be cited. Factious members of a community are often associated for no other purpose than to pull down the predominant party, and when that object is once attained, they divide and separate again. Burke, enforcing the necessity of a more intimate union among good men, thus expresses himself: "When bad men *combine*, good men must *unite*."

The Library of the Boston Mercantile Association contains 11,451 volumes.

Professor Silliman, in an address delivered before the Phi Beta Kappa Society of Yale College, remarked that the best diploma for a woman is a large family of children and an honored and happy husband. The Professor thought that with regard to the degree of Mistress of Arts, lately conferred by a western college, the title would be more becoming with an *he* prefixed to it—for *Mistress of Hearts* woman must ever be.

During the two years since the establishment of the State Normal School of Connecticut, 336 pupils have been connected with the institution.—The last graduating class at Dartmouth College numbered 61.—The Free Academy of New York is one of the brightest ornaments of that city. The number of pupils in attendance the last year was 438. The President receives a salary of \$2,500.—Steps have been taken to establish a State Reform School in N. H. A site has been selected for the institution in Concord.

"Five years since the State of Maine put into operation a liberal system of school improvements, provided for a State Superintendent of Common Schools, and placed, successively, competent, energetic men in this office. After a few years of obvious, acknowledged reform and prosperity, the Legislature, at its last session, stupidly abolished the office of Superintendent, carefully directed the educational course of the State towards heathenism, and then returned to their constituents to triumph in the *economy* they had practised for their great and patriotic State!"—*Ohio Jour. of Ed.*

A spicy correspondent of the Maine Journal of Education, writing from Gorham, says:—

In the town of Gorham we have twenty-two or twenty-three districts; and as the subject of dividing them, and thus still augmenting their number, is being agitated, instead of going to the expense of constructing new buildings, I respectfully suggest the plan of introducing *portable school-houses*, to be transported from one district to another alternately, as the inhabitants of the district shall determine. Agents can then borrow or lend a school-house, as they would a wheelbarrow or a rat-trap.

ANTIOCH COLLEGE.—The corner stone of Antioch College, at Yellow Springs, Greene Co., O., was laid with appropriate ceremonies, on the 23d of June. This Institution has already twenty acres of ground, a building fund of \$60,000 or \$70,000, and scholarships pledged to the amount of \$130,000. With such ample means, the buildings should be the finest in the State.

The Home Journal says that the last instalment of Jenny Lind's munificent gift of \$150,000, towards the endowment of schools in her native country, has been despatched. Her pledge to give that sum has been redeemed, and she may now calmly rejoice in the consciousness of having nobly accomplished a noble endeavor. It is a satisfaction, too, for the people of this country to reflect that, in rewarding the sweet singer, their money has been well bestowed.

Geo. Peabody, Esq., the eminent London banker, has given to the town of Danvers, which is his native place, the munificent sum of *twenty thousand dollars* for the establishment of a lyceum and library, and the erection of the necessary buildings.

The sum of one hundred thousand dollars has been raised by the Universalist denomination for the establishment of a College in Massachusetts.

A correspondent at Glendale, N. J., writes as follows. Who can do better?

" You will admit that we do quite well in taking educational papers, when I tell you that five of the six teachers (we have six schools) in this township, including myself, ex-teacher, take, in addition to the five copies of the "Massachusetts Teacher," three of the "Pennsylvania School Journal," two of the "Ohio Journal of Education," and two of the "Weekly Phonetic Advocate," published at Cincinnati, besides some few copies of literary, scientific, and musical periodicals. These all are doing a good work for us, and as a natural consequence, our teachers are getting into better repute. Education is progressing here."

EXCHANGES AND PUBLICATIONS RECEIVED.

THE NEW ERA, published in Goldsboro', N. C., devoted to the interests of Education, Agriculture, and the Mechanic Arts, an excellent paper and very welcome.

CATALOGUE OF THE JUDSON FEMALE INSTITUTE, Marion, Perry Co., Ala., a large and flourishing institution.

V. B. PALMER'S BOSTONIAN, a little gem to advertise an advertiser.

THE PHONETIC ADVOCATE, devoted to the Phonetic reform, published by Longley and Brother, Cincinnati.

THE WYOMING COUNTY MIRROR, published in Warsaw, Pa., an able paper, with a good Educational Department.

THE CONNECTICUT COMMON SCHOOL JOURNAL, edited by Henry Barnard, Supt. Common Schools, terms, \$1.00 a year.

REPORT OF THE SCHOOL COMMITTEE OF CAMBRIDGE, for the Municipal year ending Apr. 5, 1852.

A LECTURE on the use and abuse of emulation as a motive to study; delivered before the Essex Co. Association of Teachers, at Newburyport, Apr. 9, 1852, by Prof. Alpheus Crosby. This is a pamphlet of rare merit, and we hope to be able to give our readers an idea of its spirit, in a future number.

We have received the LONDON EDUCATIONAL TIMES, through the politeness of Amos Perry, Esq., of Providence, R. I., who is making the tour of Europe.

SIXTH ANNUAL REPORT of the Common Schools of N. H.

PRIZE ESSAYS.

THE following Prizes for original Essays are offered by the Massachusetts State Teachers' Association:—

To the members of the Association, for the best essay on "The Self-improvement of Teachers," a prize of *fifteen dollars*.

To the female teachers of the State, for the best essay on "Moral and Religious Instruction in Schools," *fifteen dollars*.

Each essay should be accompanied by a sealed envelope containing the name of the writer; but no envelope will be opened except those which accompany the successful productions. The essays must be forwarded to the Secretary, Charles J. Capen, Esq., of Dedham, on or before the first of October, 1852. The prizes will be awarded by an impartial committee; but no prize will be awarded to any production that is not deemed worthy of a prize. The successful essays will be regarded as the property of the Association.

W. H. WELLS, *President.*

Newburyport, Dec. 18, 1851.

PRIZE CIRCULAR.

Two prizes, one of ten dollars and another of five dollars, have been offered to the lady teachers of Norfolk County for the best essays on some educational subject: "The Management of Primary Schools" is recommended as one worthy of attention. The essays should be sent to the subscriber by the first of November, over a fictitious signature, accompanied by a sealed envelope containing the name of the author.

CHARLES J. CAPEN,

Secretary Norfolk Co. Teachers' Association.

Dedham, June 18, 1852.

TEACHERS' INSTITUTES.

Arrangements have been made for holding Teachers' Institutes, the present Autumn, in the following places: viz., at

Holliston,	Oct. 11—16.
North Brookfield,	Oct. 18—23.
Fall River,	Oct. 25—30.
Amherst,	Nov. 8—13.
Chicopee,	Nov. 15—20.

BARNAS SEARS,

Sect'y of the Board of Education.

Boston, Sept. 1, 1852.